



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	COMMUNITY AND FAMILY STUDIES
Topic	RESOURCE MANAGEMENT
Class Teacher	DRAY AND LYDEN
Head Teacher	DRAY
Date Given	24/6/24
Date Due	Thursday August 15, Term 3
Weighting	30%

INDIVIDUALS AND GROUPS RESEARCH TASK

This task has 2 components.

PART A: Essay Style Response due Thursday August 15th at 9am, turned into Google Classroom.

Former NZ Prime Minister Jacinda Arden became the country's youngest PM at age 37. She oversaw a number of significant crises during this period, including leading the country through Covid-19, a terrorist attack that killed 50+ people and the White Island tragedy. Jacinda also gave birth to her first child whilst in office and helped lift the profile of female political leaders.

1. Describe how Jacinda Arden could use TWO power bases to achieve her goals whilst she was Prime Minister. **4 marks – ½ page maximum.**
2. Compare the styles of leadership she would have used during the 6 years she spent as Prime Minister and assess the effectiveness of each in a variety of situations. **8 marks – 2 pages maximum.**

PART B: In class application of content, Thursday August 15th – 8.40am, Venue = YB

You will be assessed on content relating to INDIVIDUALS AND GROUPS during this period.

You will receive either multiple choice, short and long answer question(s) to the total value of **18 marks** for this section.

You will be assessed on your ability to:

- Demonstrate relevant knowledge and understanding of community and family studies concepts relevant to the question
- Apply the skills of critical thinking and analysis
- Communicate ideas using relevant examples
- Present a logical and cohesive response

KEY VERBS

1. OUTLINE – sketch in general terms
2. DESCRIBE – provide characteristics and features
3. EXPLAIN – show cause and effect
4. COMPARE – show similarities and differences
5. ANALYSE – identify the components, draw out the relationships and relate the implications
6. EVALUATE – make a judgement based on criteria; determine the value of

SUCCESS CRITERIA- Students can

1. Describe power bases and apply them to a real life scenario
2. Describe leadership styles
3. Effectively communicate ideas in a logical manner using appropriate terminology
4. Applies a range of specific examples

TASK SUBMISSION REQUIREMENTS:

- SIZE 11 FONT
- ARIAL FONT
- NARROW MARGIN
- 1.5 LINE SPACING

- Each question is to be on a separate page
- Part A is to be submitted to Google Classroom by 9.00am on **Thursday August 15.**
- Bibliography must contain the following information for EACH source. An example of the information to include for each source is listed below. *Bibliography is to be included on a separate page*

FROM A PRINT SOURCE	FROM THE INTERNET
<ul style="list-style-type: none"> - author name - title of the publication (and the title of the article if it's a magazine or encyclopaedia) - date of publication - the place of publication of a book - the publishing company of a book - the volume number of a magazine or printed encyclopaedia - the page number(s) 	<ul style="list-style-type: none"> - author and editor names (if available) - title of the page (if available) - the company or organization who posted the webpage - the Web address for the page (called a URL) - the last date you looked at the page

Outcomes/Content Assessed:

P1.2 proposes effective solutions to resource problems

P2.1 accounts for the roles and relationships that individuals adopt within groups

P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement

P4.2 presents information in written, oral and graphic form

P6.2 uses critical thinking skills to enhance decision making

Non-completion of Task: If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

Plagiarism: Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in a zero award.

The policies and procedures that are outlined in the Preliminary Assessment Booklet will be followed regarding the non-completion of assessment tasks.

Marking Criteria

- 1. Describe** how Jacinda Ardern could use TWO power bases to achieve her goals whilst she was Prime Minister. **4 marks.**

CRITERIA	MARK
Provides characteristics and features of TWO different power bases Links each of these to realistic goals that J.A. would have tried to achieve whilst Prime Minister Response is logical and cohesive Uses a range of relevant examples from the chosen leader's life	3-4
Sketches in general terms power bases Response may lack examples or required information about the leadership styles	1-2

- 2. Compare** the styles of leadership she would have used during the 6 years she spent as Prime Minister and assess the effectiveness of each in a variety of situations. **8 marks**

CRITERIA	MARK
Clearly shows how different leadership styles are similar or different through a thorough description of their key characteristics and features Accurately identifies realistic situations that different styles would be used by J.A as a Prime Minister Makes a clear judgement on the effectiveness of each leadership style in realistic situations identified in the response Presents ideas in logical and cohesive manner Uses a range of relevant examples	7-8
Makes a sound attempt to show similarities and differences of leadership styles and their key characteristics and features Identifies situations that different styles would be used by J.A as a Prime Minister Attempts to make a judgement about the effectiveness of each style Presents ideas in logical and cohesive manner	5-6

Provides some relevant examples	
Provides characteristics and features of different leadership styles Identifies some realistic situations that different styles may be used by a Prime Minister Judgement about the effectiveness of each style may be unclear or missing Presents ideas in logical and cohesive manner Examples may lack cohesion, accuracy and or depth	3-4
Sketches in general terms leadership styles Response may lack logic and cohesion Examples may be unclear or missing	1-2

OHS PDHPE/CAFS - Submission of Drafts

The submission of draft work is encouraged at Orange High School. Drafts allow feedback to occur and encourage student reflection. Drafts enable students to:

- Strive for excellence.
- Respond and act on questioning by a review.
- Appreciate the value of a reader's viewpoint/critique of their work.
- Assess whether or not their work satisfies the intent/criteria of the task.

Guidelines for Students

- Expect a teacher to question and prompt you as to what or how you could refine or improve your work, ("not give you the answer").
- PDHPE/CAFS teachers will provide feedback on **one draft per assessment**.
- Individual staff and students may arrange for additional drafts based on teacher discretion.
- Drafts are to be submitted to your usual classroom teacher.
- Any final draft should be submitted TWO days prior to the submission date. A review process needs to include time for the reader to comment and adequate time for a response to the feedback. Drafts may be submitted closer to the deadline, however, the student must negotiate this with their teacher directly.
- Students should not assume that applying teacher feedback will ensure full marks. As students are incredibly diverse in their ability levels, teachers will seek to provide meaningful feedback to ensure they achieve 'their best.'

Guidelines for Staff

- Ideally a reply to a draft will be given within 48 hours.
- Access to the task and the marking criteria is necessary.
- Reading and critiquing drafts is done primarily by the student's class teacher, if they are not available, all Stage 6 PDHPE/CAFS teachers are able to read the draft and provide feedback
- Limit your comments – 3 or 4 most important aspects.
- Alert students to missing components.
- Feedback will be reflective of the marking criteria

Teachers are not expected to:

- Spend time 'proof reading' and correcting simple punctuation/grammatical mistakes.
- Rewrite sentences, phrases, provide scaffold sequence of 'to do' steps.
- Grade or indicate any sort of judgment on quality/band/mark.